

Students' Insight In Improving Listening Skills Through Technology Enhanced Language Learning (TELL)

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Abstract

The purpose of this study is to examine and provide information about the student's perception on enhancing listening skills through TELL and its effectiveness and whether it facilitate learning in broader aspect. Listening as a skill is the basic principle and a pathway for all the effective communication which enables every individual in comprehending and interpreting message distinctly. The study comprised of tertiary and post graduate students to determine their knowledge and understanding on 'Listening' along with the support of 'technology'. A questionnaire of 15 questions was analyzed by receiving the perception of 100 heterogeneous students. The results were of the positive response on the use of technology within a classroom. Listening along with the support of TELL helps every learner to incorporate the same listening strategies which would in return help to perform better in their learning courses.

Keywords: Listening skills, Technology Enhanced Language Learning, Students' perception, Positive attitude

1. Introduction

Listening skills cannot be enhanced within a short span of time as it requires a maximum devotion and voluntary commitment to achieve it but with the evolution of technology it has eliminated the complexity of Listening which is also the most difficult skills among the four competence such as Listening, Speaking, Reading, Writing (LSRW). In present time, due to the considerable influence of technology and distance, communication largely takes place over phone, emails, text messages etc. Technology today has significantly promoted listening ability at great length for instance, from watching television tuned with limited channels, listening to radio, writing letters has been displaced with Talk shows, TED talks, exchanging email, communication through mobile phone etc. which demands a notable listening ability to listen, understand and interpret the message. Today, people overlook the subject which doubtlessly leads to misinterpretation and an undesirable communication. Universities also gives a paramount importance to subjects like English Language Teaching which highlights the issues and provide a suitable solution by setting up digital platform.

1.1 Background of the Study

A quality communication advances due to the process of listening. Although, listening as a skill is the most essential factor in acknowledging the fact that any type of learning takes place through the process of Listening. Many educators experiment in speaking skill preparing strategies and platforms for polishing speaking skills but fails to undertake experiments and developing listening skills which is the most difficult and the most essential.

1.2 Statement of Problem

Many learners today find Listening as an insignificant subject to explore and experiment. This has led in absence of efficiency in communication or interaction process. This study aims to examine the student's perception and centres on the issue of dependency on developing Listening skills using technology aids.

1.3 Objectives

- To investigate the efficiency of technology in developing Listening skills.
- To determine students' attitude on the importance of Listening.

1.4 Hypothesis

The students will have a positive attitude in Listening skills via technology to develop the Listening skill.

1.5 Review of Literature

Hüsem Korkmaz (July 2010) investigated the contribution of technology in language learning. This study, gently suggest the improvement of traditional patterned class in literature by structuring the classroom with technology. This implies that the study is not in opposition to the traditional patterned way of teaching-learning process but to accentuate the classroom and reward the learners with the skills which can be enhanced by familiarizing technology-based classroom.

Maria de Lourdes Andrade, (2014) examined the potential use of technology in serving foremost strategies and techniques to the students ranging from kindergarten to grade 8 English Language Learners in the classroom. The study, merges to associate strategies of the teachers and the potential use of the technology as a tool to furnish effective approach to learning. She although supports the use of technological aids as a supporting tool, opines that the authenticity in teaching and learning should not be compromised.

Accordingly, Raquel Malia Nitta (2004) examines the effectiveness of technology by experimenting on the sets of university level students. By the end of his experimental group, he received a promising result derived from the use of technology and concludes that Technology-based classroom overshadows the regular learning with the rapid advancement because the learning advances and due to realization to excellently self-direct oneself and grow as a techno savvy develops within a learner.

1.6 Research Gaps

- This study did not concentrate on post-graduate level students based on cognitive listening ability.
- This study did not focus on emotional hinderance for acquiring listening skills.
- This study was only on listening for academic purposes.

2. Definition of Technology

According to Merriam Dictionary, the term Technology is a manner of accomplishing a task especially using technical processes, methods, or knowledge. The term technology is the systems that rely on computer chips, digital application, and networks in all their forms (Afsaneh Ghanizadeh, Azam Razavi, et. al). Technology Enhanced Language learning means using digital technology for instance Computer assisted language learning (CALL), Mobile assisted language learning (MALL), electronic whiteboard, projectors and devices supporting the materials. The use of technology designs a classroom and authorizes in the change and allows the instructors to plot new strategies and techniques of teaching and making teaching-learning easier and efficient. Naila Jauhara (2014) explains that listening and hearing is two different thing as Listening is a skill that involves a process of listening, receiving, understanding and interpreting, while Hearing involves only receiving the sound without prioritizing to understand or interpret the meaning in a certain way in which it has being conveyed.

Madhumathi Pasupathi (2013) states that Listening is a primary criterion for starting any intelligible communication. Listening is not just about hearing but is about interpreting with concentration the ideas or words uttered by a speaker. Therefore, it reflects the significance of listening skills which should be employed with greatness during a communication process.

2.1 TELL: as a Supporting Tool.

It is very necessary for every learner to incorporate the use of technology in their attempt to develop their listening skills. Listening, as a skill requires great amount of mental preparation and an energy to be able to understand every segment of words being conveyed. Mohmd-E-Gaber (2015) further states with the support of technology one can greatly achieve learners' autonomy and constrain the learners from learning. Listening is a skill that involves many processes (kassivuluka et.al, 2019). Listening as a skill undergoes from thought process to formation of words, to interpreting the message in a structured form. Listening takes place in our daily lives for instance listening through tv, phone, internet, classroom etc but as a learner we choose to become a selective listener, we choose to listen to what we want to listen. According to Sangster (2004) the ability to speak, read, write, cognitive skills is associated with the ability to listen. Therefore, technology in a classroom is essential for the selective listeners to stall the learners' attention and eventually lead them to learning without any strict enforcement.

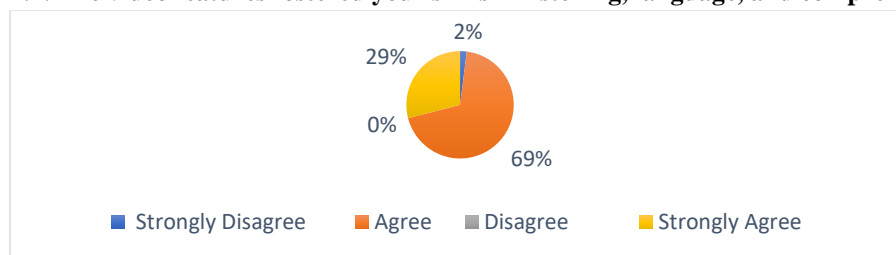
3. Research Methodology

This study aims to provide the result of listening ability and learning through TELL. The sample size of 100 students of both tertiary level and post-graduate students were targeted to provide the good result on the effectiveness of TELL in listening skills. The students who have direct experience of English Language Lab in the University comprising of 71 computers and software to assist listening skill under the guidance of the subject teacher with authentic materials.

4. Data Analysis and Interpretation

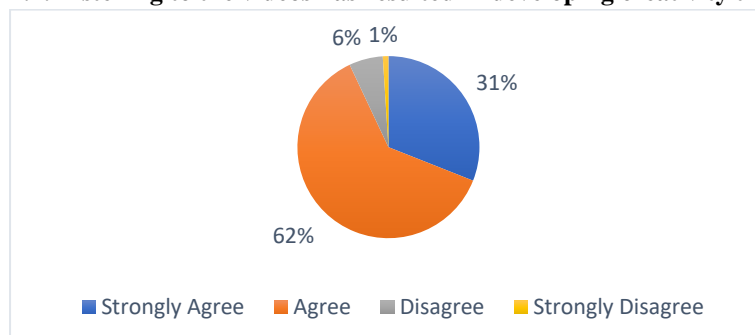
Chamundeshwari and Swetha quoted notable Winston Churchill's quote as Attitude is a little thing that makes a big difference (409). The analysis of the participants responses.

4.1. The video features fostered your skills in listening, language, and comprehension.



Out of 100 participants, 2% Strongly Agreed who felt that watching videos have favoured in enhancing their listening skills, command over language and comprehension ability, 69% Agreed who found it helpful in developing skills mentioned above, 2% Disagree who could not reflect any changes nor have any clue about the skills.

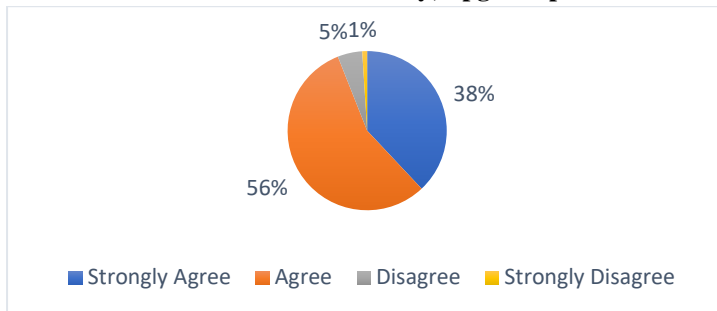
4.2. Listening to the videos has resulted in developing creativity through listening task.



Out of 100 participants, 31% Strongly Agreed as they felt listening has strongly established creativity and impacted a change while listening. 62% Agreed as they felt an appropriate amount of change and creativity being

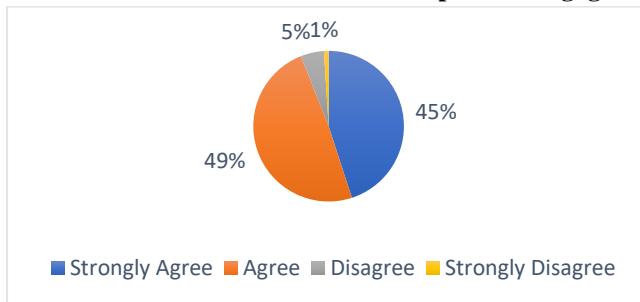
injected in their personality while watching to various channels through listening. 6% Disagreed and 1% strongly disagreed as they felt that listening to the videos did not impact them nor did it develop any creativity in them.

4.3. It enabled to enhance vocabulary; upgrade pronunciation skills incorporated with speech style.



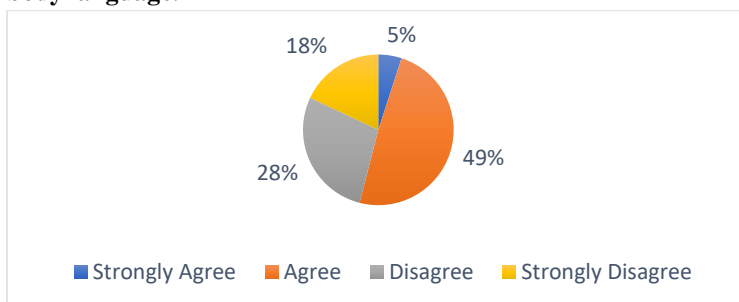
Out of 100 students, 38% strongly agreed and 56% agreed as they are convinced that TELL has improved their vocabulary pronunciation skills which also brings to focus the surprising power of technology in educating the students with less effort, 5% disagreed due to their improper exposure to the use of technology and vague understanding of TELL.

4.4. Additional of video with audio keeps more engaged with the speaker and provide clarity on the subject.



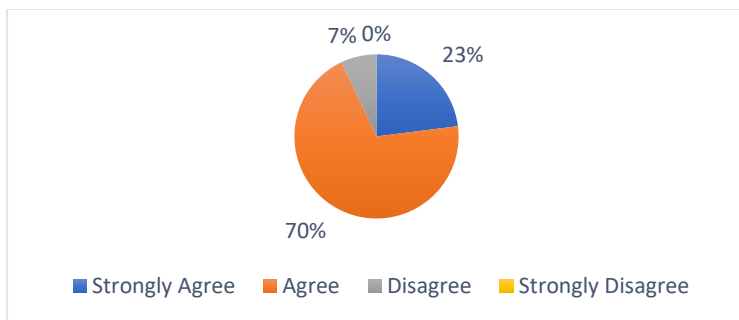
Among the 100 participants, 45% Strongly Agreed and 49% as Agreed as they felt that it has exposed them to more clarity with an additional of video and found it helpful in the process of mastering the subject. 5% disagreed and 1% Strongly Disagreed who were unable to find connection in breaking clarity and understanding with the appearance of audio with video.

4.5. Understand the message delivered by the speaker despite of his heavy culture accent by watching his body language.



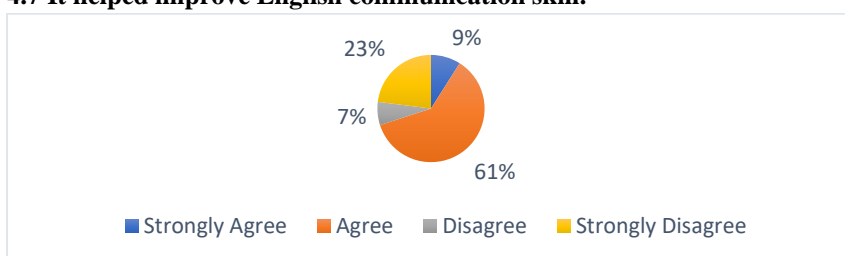
Out of 100 participants 5% strongly agreed and 49% Agreed who have secured great understanding of knowledge in language and in meaning of words in foreign accent acquired through the exposure of various channels, 28% Disagreed and 18% Strongly Disagreed who had poor language vocabulary and accent which distort their understanding ability.

4.6. Listening exercise via technology allows me to engage in self-learning until it is retained with understanding.



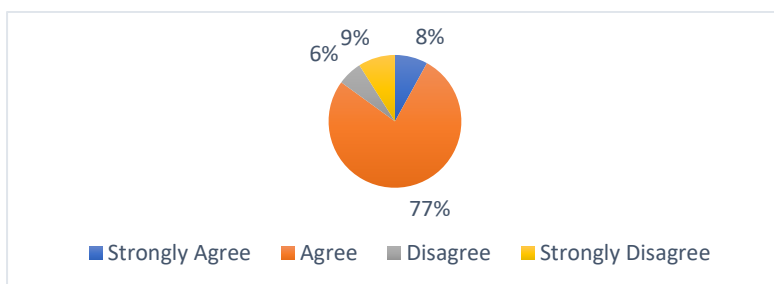
Out of 100 participants, 23% Strongly Agreed and 70% Agreed as they felt that TELL has guided them in glossing their knowledge and adjust themselves in learning independently through technology, 7% Disagreed who lacked exposure and experience with technology and lacked the opportunity in learning via technology. None of the participants Disagreed.

4.7 It helped improve English communication skill.



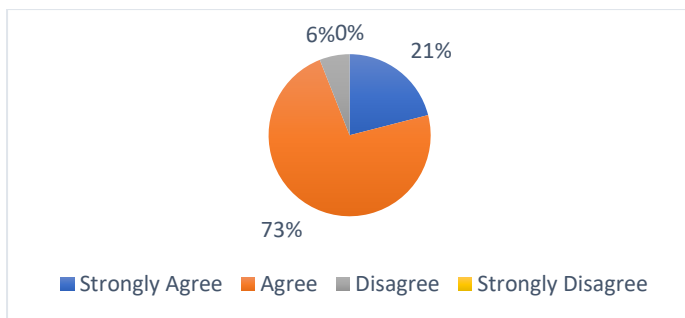
Out of 100 participants, 9% Strongly Agreed and 61% Agreed as TELL has influenced in enriching communication skills to a great extent, who could develop their communication skill gradually and was confident of their skills during the process of learning through TELL. 7% Disagreed who felt inferior about their English Language and did not witness any improvement in the language with time, 23% Strongly Disagreed who felt they poor vocabulary and did not have any improvement over time.

4.8 Listening exercises assists in tracking the learner's listening competency.



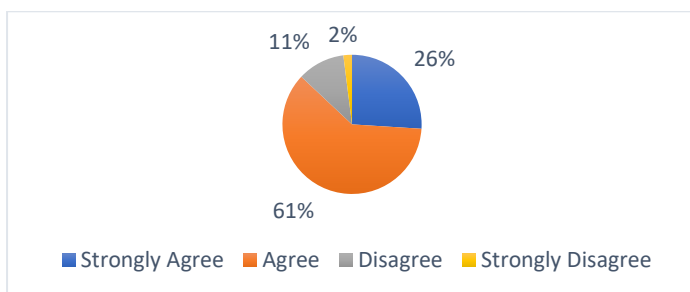
Out of 100 participants, 8% Strongly Agreed and 77% Agreed as they felt confident in their listening skills due to their high exposure to internet and learning activities, 6% Disagreed who were below the par of the listening ability and needed to assist them in listening skills, 9% Strongly Disagreed likely because they have not been exposed to such exercises.

4.9 Technology Enhanced Language Learning provides accessible ways to native speakers which helps us to distinguish words and accent.



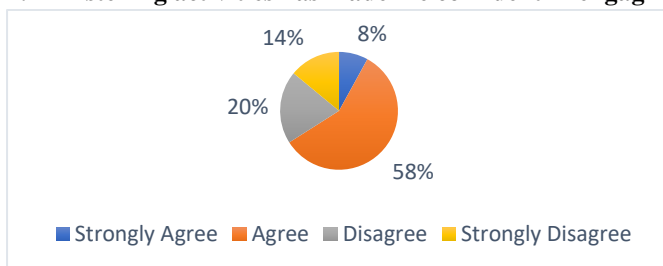
Out of 100 students, 21% Strongly Agreed and 73% Agreed who had a strong foundation in listening Second language and have a command over language which allows them to differentiate between words and accent for eg ‘Think’ and ‘Thing’. 6% of the participants Disagreed who had a poor command over second language and failed to recognise words and accent. None of the participants Strongly Disagreed.

4.10 Technology Enhanced Language Learning helped in differentiating the speaker’s intonation, voice, and speech pattern.



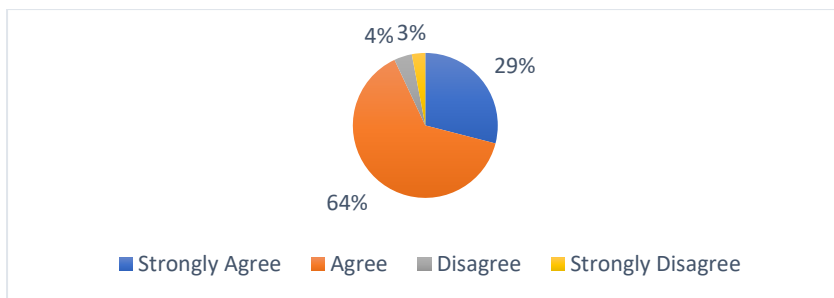
Out of 100 participants, 26% Strongly Agreed and 61% Agreed who were techno-savvy and was confident about their ability to infer to the message delivered by the speaker. 11% Disagreed who had a little experience on TELL and a vague understanding of a foreign language, 2% Strongly Disagreed who failed to understand the function of TELL in learning sector.

4.11 Listening activities has made me confident in engaging conversation.



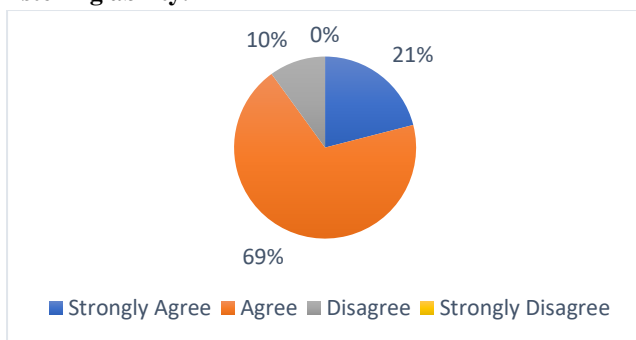
Out of 100 participants, 8% Strongly Agreed as they felt positive and are highly driven by their skills and ability to frequently engage in a conversation with their rich vocabulary and accent. 58% Agreed who had spent appropriate amount of time interacting with people and acquired confidence and comfort to engage in a conversation. 20% Disagreed and 14% Strongly Disagreed who saw a massive irrelevant in the approach of listening and forming a habit to engage in a conversation.

4.12 Technology Enhanced Language Learning should be integrated into education sector for instructional task.



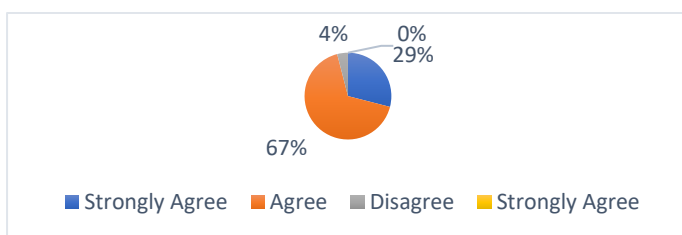
Out of 100 participants, 29% Strongly Agreed who considered blended teaching as the effective way to enlarge their learning ability, 64% Agreed who considered surfacing of TELL in educational sector will upgrade the system of leaning. 4% Disagreed who felt TELL in an educational factor as an extrinsic factor, 3% strongly disagreed who had a vague objective education related.

4.13 Emerging technology promises efficiency, effectiveness, and innovative ways of developing learners listening ability.



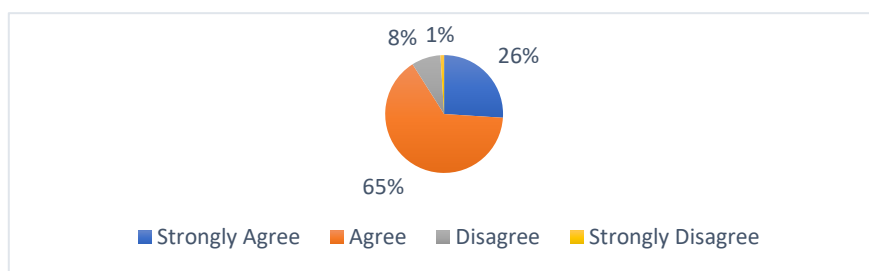
Out of 100 participants, 21% Strongly Agreed who had experienced fulfilment using TELL in developing Listening ability, 69% Agreed who had an average usage of TELL and moderate understanding of its emergence in developing listening ability, 10% Disagreed who had unclear idea of on TELL and its impact on the progress of listening ability.

4.14 Listening improved through listening materials used in the class. (Videos and PowerPoints)



Out of 100 participants, 29% Strongly Agreed who felt Listening materials used in the class made a substantial improvement in Listening, 67% Agreed who considered it as a hindrance with a pile of materials and activities conducted through listening activities, 4% Disagreed who were unable to comprehend the concept of including listening materials in class and None of the participants Strongly Disagreed.

4.15 Use listening to strategies when listening to music and movies in English.



Out of 100 participants, 26% Strongly Agreed who employs listening to strategies while listening to music and movie and strengthen their listening skills, 65% Agreed who only employs listening to strategy occasionally, 8% Disagreed who reflects Listening Strategies as needless while 1% Disagreed who has unclear idea of Listening Strategies and Listening as a subject.

5. Findings

This study was carried out to find out if educational institution provides facilities like TELL programs and software and placing it as a central importance. Questionnaire were framed to address the current outlook and the attitude of the students towards the implementation of listening strategies via Technology Enhanced Language Learning and explore their interest and their concern on the subject. The participants expressed their positive attitude towards Listening and TELL. The study found that majority of the participants were well aware on the subject of discussion while few were of oblivious nature which suggest for more attention of the instructors to highlight topics as Listening and TELL to the learners as a part of the course. This study showed that the participants who actively took part in this experiment were inquisitive and willing to improve their listening proficiency and acquire understanding. Majority of the participants also voted for integrating Technology Enhanced Language Learning in every institution to benefit student with listening ability which should not be viewed as an extra course but rather as a part of the core course. Every educational institution should implement TELL programs which will help the learners not only acquire experience in technological using digital learning but will improve their listening ability which effectively.

5.1 Conclusion

Listening proficiency of the students and the influence of TELL in listening. Hence this study could conclude by stating that the failure of prioritising the significance of the Listening and TELL in an institution could lead the student to consider listening skills impractical and have low level of listening proficiency. Limited or no listening activities in a classroom could regress the student's performance in their core subject. This study also draws an attention on the way the syllabus designing, structuring syllabus with equal balance on listening skills and activities could help the instructors and the learns to achieve the desirable Fluency in listening. Therefore, every educational institution and the educators should furnish and direct the students practically with activities and TELL programs.

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